

First Regular Session  
Seventy-fifth General Assembly  
STATE OF COLORADO

**PREAMENDED**

*This Unofficial Version Includes Committee  
Amendments Not Yet Adopted on Second Reading*

LLS NO. 25-0241.02 Alana Rosen x2606

**HOUSE BILL 25-1278**

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**HOUSE SPONSORSHIP**

**Bird and Lukens,**

**SENATE SPONSORSHIP**

**Kirkmeyer and Michaelson Jenet,**

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**House Committees**

Education  
Appropriations

**Senate Committees**

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**A BILL FOR AN ACT**

101     **CONCERNING MODIFICATIONS TO THE STATEWIDE EDUCATION**  
102     **ACCOUNTABILITY SYSTEM.**

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)*

The accountability, accreditation, student performance, and resource inequity task force (task force) studied and made recommendations on academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system. The bill implements the recommendations of the task force.

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
Capital letters or bold & italic numbers indicate new material to be added to existing law.  
Dashes through the words or numbers indicate deletions from existing law.

The bill:

- Requires the department of education (department) in collaboration with schools of a school district, district charter schools, institute charter schools, and school districts (local education providers) to divide state assessments into shorter sections with age-appropriate time frames to evaluate students;
- Requires the department to develop, at the request of a local education provider, versions of the state assessments for reading, writing, mathematics, science, and social studies in languages other than English and Spanish;
- Requires the department to provide guidance to local education providers and the state charter school institute (institute) on encouraging student participation in state assessments;
- Requires the department to include college entrance exams in the student academic achievement performance indicator instead of the postsecondary and workforce readiness performance indicator;
- Requires the department, beginning in the 2026-27 school year, to measure the postsecondary and workforce readiness performance indicator on 2 performance sub-indicators: The college and career readiness before graduation sub-indicator and the postsecondary progress sub-indicator;
- Requires the department to calculate the performance indicator measurements by combined student group so student groups are counted only once;
- Creates additional supports for local education providers and the institute if they are placed on a priority improvement or turnaround plan;
- Requires the department, in consultation with the technical advisory panel and other advisory groups with relevant expertise, to study academic opportunities, inequities, and promising practices in schools and improvements to the state accountability and accreditation system;
- Requires the department to create a statewide education accountability dashboard and review and make recommendations to the state board of education on developing a performance report for local education providers and the institute based on the percentage of students who do and do not participate in state assessments and providing the performance report to families, students, and community members in a transparent and accessible manner; and

- Encourages local education providers and the institute to adopt solutions to providing educator professional development and transforming instruction in public schools in order to receive a grant award from the school transformation grant program.

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1     *Be it enacted by the General Assembly of the State of Colorado:*

2                   **SECTION 1. Legislative declaration.** (1) The general assembly  
3     finds and declares that:

4                   (a) In response to the need for improved educational  
5     accountability, the general assembly passed into law House Bill 23-1241,  
6     enacted in 2023, which created the accountability, accreditation, student  
7     performance, and resource inequity task force;

8                   (b) The task force was comprised of 26 bipartisan-appointed  
9     members who represented a diverse array of education stakeholders;

10                  (c) The task force first convened in August 2023 to address  
11     challenges in the state's education accountability system;

12                  (d) Over the course of more than 150 hours of task force  
13     meetings, small group sessions, and stakeholder consultations, the task  
14     force rigorously examined state data; gathered expert input; and sought  
15     diverse perspectives from parents, students, educators, and community  
16     members;

17                  (e) The task force reached full consensus on 30 recommendations  
18     aimed at refining Colorado's education accountability system, improving  
19     the equity and transparency of data reporting, modernizing state  
20     assessments, and enhancing public school and school district  
21     improvement processes;

22                  (f) The recommendations address persistent inequities, including  
23     achievement gaps among student groups and the unique challenges faced

1 by smaller public schools and school districts, while recognizing the  
2 importance of continuous improvement and stakeholder engagement; and

3 (g) Colorado's existing accountability system has a significant  
4 impact on the educational outcomes of over 800,000 K-12 students, so  
5 improvements are essential to ensure equitable opportunities and accurate  
6 reflections of student progress and school performance.

7 (2) The general assembly finds, therefore, that it is necessary and  
8 timely to implement the task force's recommendations and provide a  
9 roadmap for a more transparent, equitable, and effective accountability  
10 system that prioritizes the success and well-being of all Colorado  
11 students.

12 **SECTION 2.** In Colorado Revised Statutes, 22-7-1006.3, **amend**  
13 (1)(d), (4)(a), (4)(b), (7)(a), and (8)(a); and **add** (3)(e) and (12) as  
14 follows:

15 **22-7-1006.3. State assessments - administration - rules -**  
16 **definitions.** (1) (d) If all or any portion of a state assessment  
17 administered pursuant to subsection (1)(a) of this section requires a  
18 student to use a computer to take the assessment, at the request of a local  
19 education provider, FOR A STUDENT WITH A DISABILITY WHO HAS AN  
20 INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION  
21 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123,  
22 AND WHOSE ACCOMMODATION REQUIRES A PENCIL-AND-PAPER FORMAT,  
23 the department of education must administer the portions of the state  
24 assessment that require a computer in a format that a student may  
25 complete using pencil and paper. Each local education provider shall  
26 report to the department the number of students it enrolls who will take  
27 the state assessment in a pencil-and-paper format.

(4) (a) (I) The department of education, in collaboration with local education providers, shall administer the English versions of the state assessments and may administer an assessment adopted by the state board STATE ASSESSMENTS PURSUANT TO SUBSECTION (1)(a) OF THIS SECTION, in languages other than English OR SPANISH FOR MATHEMATICS, SCIENCE, AND SOCIAL STUDIES, as may be appropriate for English language learners, WHEN THE NUMBER OF ENGLISH LANGUAGE LEARNERS WITH A SPECIFIC LANGUAGE BACKGROUND REACHES AT LEAST ONE THOUSAND FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN ASSESSED GRADE LEVEL. TO BE ELIGIBLE FOR A TRANSLATED ASSESSMENT, ENGLISH LANGUAGE LEARNERS MUST RECEIVE INSTRUCTIONAL SUPPORT FOR THE CONTENT AREA IN THE PROPOSED TEST LANGUAGE; except that, a student who has participated in an English language proficiency program, as provided in article 24 of this ~~title~~ TITLE 22, for more than a total of three school years is ineligible to take the state assessments in a language other than English. THE DEPARTMENT OF EDUCATION SHALL PRIORITIZE TRANSLATION EFFORTS BASED ON STATISTICAL AND PSYCHOMETRIC ANALYSES TO

1 ENSURE THE VALIDITY AND RELIABILITY OF STATE ASSESSMENTS.

2 (II) Notwithstanding the provisions of subparagraph (I) of this  
3 paragraph (a) SUBSECTION (4)(a)(I) OF THIS SECTION to the contrary, a  
4 local education provider may administer an assessment adopted by the  
5 state board in a language other than English for up to five years to a  
6 student who is an English language learner if allowed by a waiver  
7 received from the federal department of education pursuant to paragraph  
8 (c) of this subsection (4) SUBSECTION (4)(c) OF THIS SECTION.

9 (b) The state board shall revise as necessary and the department  
10 of education shall administer reading and writing assessments in Spanish  
11 for students enrolled in the third and fourth grades. THE DEPARTMENT OF  
12 EDUCATION SHALL ADMINISTER READING AND WRITING ASSESSMENTS IN  
13 SPANISH FOR STUDENTS ENROLLED IN GRADES FIVE THROUGH EIGHT WHEN  
14 THE NUMBER OF ENGLISH LANGUAGE LEARNERS WHO RECEIVE  
15 INSTRUCTIONAL READING AND WRITING SERVICES IN SPANISH REACHES AT  
16 LEAST ONE THOUSAND FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN  
17 ASSESSED GRADE LEVEL. THE DEPARTMENT OF EDUCATION SHALL  
18 PRIORITIZE TRANSLATION EFFORTS BASED ON STATISTICAL AND  
19 PSYCHOMETRIC ANALYSES TO ENSURE THE VALIDITY AND RELIABILITY OF  
20 THE STATE ASSESSMENTS.

21 (7) (a) The department of education shall, AS SOON AS  
22 PRACTICABLE BUT NO LATER THAN JUNE 1 OF EACH YEAR, provide to each  
23 local education provider the results of all of the state assessments that the  
24 local education provider administers and make available to local  
25 education providers the state assessment data of individual students that  
26 is required to measure academic progress over time. The department shall  
27 align the disaggregation of state assessment results with the exclusion of

1 scores permitted by subsection (6) of this section.

2 (8)(a) Each local education provider shall adopt policies to ensure  
3 that appropriate personnel within each school district and each institute  
4 charter school **TIMELY** share with and explain to the parent or legal  
5 guardian of each student enrolled in the school district or the institute  
6 charter school the student's state assessment results returned to the  
7 student's public school pursuant to subsection (7) of this section.

8 (12)(a) THE DEPARTMENT OF EDUCATION SHALL CREATE AND  
9 DISTRIBUTE INFORMATION TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND  
10 THE INSTITUTE THAT COMMUNICATES TO PARENTS AND GUARDIANS THE  
11 IMPORTANCE OF STATE ASSESSMENTS IN SUPPORTING STUDENTS,  
12 EDUCATORS, PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE.

13 (b) IN THE INFORMATION DESCRIBED IN SUBSECTION (12)(a) OF  
14 THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE  
15 TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS  
16 ON HOW TO ENCOURAGE STUDENTS TO PARTICIPATE IN STATE  
17 ASSESSMENTS TO THE EXTENT ALLOWABLE UNDER STATE AND FEDERAL  
18 LAW. THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO  
19 LOCAL EDUCATION PROVIDERS ON WHAT PUBLIC SCHOOLS, SCHOOL  
20 DISTRICTS, THE INSTITUTE, AND EDUCATORS CANNOT DO THAT WOULD  
21 DISCOURAGE STUDENT PARTICIPATION IN STATE ASSESSMENTS.

22 (c) AS USED IN THIS SUBSECTION (12), UNLESS THE CONTEXT  
23 OTHERWISE REQUIRES:

24 (I) "INSTITUTE" MEANS THE STATE CHARTER SCHOOL INSTITUTE  
25 CREATED PURSUANT TO SECTION 22-30.5-503.

26 (II) "PUBLIC SCHOOL" HAS THE SAME MEANING AS PROVIDED IN  
27 SECTION 22-1-101 AND INCLUDES, BUT IS NOT LIMITED TO, A DISTRICT

1       CHARTER SCHOOL, AN INSTITUTE CHARTER SCHOOL, BOCES, OR AN  
2       ONLINE SCHOOL, AS DEFINED IN SECTION 22-30.7-102.

3                   **SECTION 3.** In Colorado Revised Statutes, 22-11-103, **add**  
4                   **(22.5)** as follows:

5                   **22-11-103. Definitions.** As used in this article 11, unless the  
6       context otherwise requires:

7                   **(22.5) "PATHWAY PLAN"** MEANS THE PLAN DESCRIBED IN AND  
8       ADOPTED BY A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL  
9       PURSUANT TO SECTION 22-11-213.

10                  **SECTION 4.** In Colorado Revised Statutes, 22-11-202, **amend**  
11       **(2)(a) and (2)(c)(III); repeal (2)(c)(II); and add (2)(c)(IV) and (3)** as  
12       follows:

13                  **22-11-202. Colorado growth model - technical advisory panel**  
14                  **- accountability work group - rules.** (2) (a) To assist the department in  
15       implementing the Colorado growth model, the commissioner shall  
16       appoint a technical advisory panel of state and national experts on the  
17       longitudinal measurement of academic growth for accountability  
18       purposes. THE DEPARTMENT SHALL APPOINT AT LEAST THREE ADDITIONAL  
19       MEMBERS TO THE TECHNICAL ADVISORY PANEL. THE MEMBERS MUST BE  
20       CURRENT SUPERINTENDENTS OF SCHOOL DISTRICTS AND COLLECTIVELY  
21       REPRESENT SMALL, MEDIUM, AND LARGE DISTRICTS. THE APPOINTED  
22       MEMBERS MUST REFLECT THE STATE'S GEOGRAPHIC DIVERSITY BY  
23       REPRESENTING RURAL, SUBURBAN, AND URBAN REGIONS. The members of  
24       the technical advisory panel shall serve at the will of the commissioner  
25       and shall not receive compensation or reimbursement for expenses.

26                  (c) The department and the state board shall consult with the  
27       technical advisory panel concerning:

8 (IV) METHODS TO MEASURE THE POSTSECONDARY AND  
9 WORKFORCE READINESS INDICATOR, INCLUDING THE COLLEGE AND  
10 CAREER READINESS BEFORE GRADUATION SUB-INDICATOR AND THE  
11 POSTSECONDARY PROGRESSION SUB-INDICATOR DESCRIBED IN SECTION  
12 22-11-204 (4.5), AND METHODS TO MEASURE THE NUMBER OF STUDENTS  
13 WHO COMPLETE ONE OR MORE OF THE POSTSECONDARY AND WORKFORCE  
14 READINESS SUB-INDICATORS.

15 (3) (a) THE DEPARTMENT SHALL CONVENE AN ACCOUNTABILITY  
16 WORK GROUP TO PROVIDE FEEDBACK TO THE DEPARTMENT RELATED TO  
17 STATE AND FEDERAL ACCOUNTABILITY POLICIES AND DECISIONS AND TO  
18 MAKE RECOMMENDATIONS TO THE STATE BOARD. THE COMMISSIONER  
19 SHALL APPOINT, AT A MINIMUM, THE FOLLOWING MEMBERS TO SERVE ON  
20 THE ACCOUNTABILITY WORK GROUP:

21 (I) FOUR MEMBERS WHO SERVE AS SUPERINTENDENTS WHO  
22 REPRESENT DIFFERENT REGIONS OF THE STATE, INCLUDING A  
23 SUPERINTENDENT WHO REPRESENTS A RURAL SCHOOL DISTRICT;

24 (II) FIVE MEMBERS WHO SERVE AS SCHOOL AND SCHOOL DISTRICT  
25 LEADERS;

26 (III) ONE MEMBER WHO SERVES AS A CHARTER SCHOOL LEADER;

27 (IV) ONE MEMBER WHO WORKS FOR A BOARD OF COOPERATIVE

1 SERVICES;

2 (V) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION

3 SERVING SCHOOL EXECUTIVES;

4 (VI) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION

5 REPRESENTING LOCAL SCHOOL BOARDS;

6 (VII) ONE MEMBER WHO REPRESENTS A STATEWIDE

7 ORGANIZATION REPRESENTING EDUCATORS;

8 (VIII) TWO MEMBERS WHO REPRESENT AN EDUCATION ADVOCACY

9 ORGANIZATION OR A CIVIL RIGHTS ORGANIZATION; AND

10 (IX) ONE MEMBER WHO IS A PARENT OR WHO REPRESENTS AN

11 ORGANIZATION FOCUSED ON FAMILY INVOLVEMENT IN EDUCATION.

12 (b) THE MEMBERS OF THE ACCOUNTABILITY WORK GROUP SHALL

13 SERVE AT THE WILL OF THE COMMISSIONER AND SHALL NOT RECEIVE

14 COMPENSATION OR REIMBURSEMENT FOR EXPENSES.

15 (c) THE DEPARTMENT SHALL CONVENE MEETINGS OF THE

16 ACCOUNTABILITY WORK GROUP AS NECESSARY AND WITHIN EXISTING

17 APPROPRIATIONS.

18 (d) THE ACCOUNTABILITY WORK GROUP MEETINGS ARE OPEN TO

19 THE PUBLIC.

20 **SECTION 5.** In Colorado Revised Statutes, 22-11-204, **amend**

21 (1)(b), (4), and (5); and **add** (1)(e), (1)(f), and (4.5) as follows:

22 **22-11-204. Performance indicators - measures - repeal.**

23 (1) (b) (I) (A) In addition, the department shall annually determine the

24 level of attainment of each public high school, each school district, the

25 institute, and the state as a whole on the postsecondary and workforce

26 readiness performance indicator based on the measures specified in

27 subsection (4) of this section.

11 (e) (I) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE  
12 PERFORMANCE INDICATORS, THE STATE BOARD SHALL ENSURE THAT THE  
13 CALCULATION INCLUDES CONSIDERATION OF THE ACADEMIC  
14 ACHIEVEMENT OF STUDENTS WITH DISABILITIES, INCLUDING STUDENTS  
15 WHO HAVE A DISABILITY PURSUANT TO THE FEDERAL "INDIVIDUALS WITH  
16 DISABILITIES EDUCATION ACT", 20 U.S.C. 1400 ET SEQ., BUT WHO NO  
17 LONGER MEET THE ELIGIBILITY CRITERIA FOR AN INDIVIDUALIZED  
18 EDUCATION PROGRAM, AS DEFINED IN SECTION 22-20-103 (2)(c).

27 (III) THE DEPARTMENT SHALL NOT INCLUDE A STUDENT DESCRIBED

1 IN SUBSECTION (1)(e)(I) OF THIS SECTION IN CALCULATIONS OR DATA  
2 REPORTING FOR PURPOSES OF THE FEDERAL "EVERY STUDENT SUCCEEDS  
3 ACT", 20 U.S.C. SEC. 6301 ET SEQ.

4 (f) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE  
5 PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC  
6 ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION  
7 INCLUDES CONSIDERATION OF THE PERCENTAGES OF STUDENTS ENROLLED  
8 IN THE ELEVENTH GRADE IN PUBLIC HIGH SCHOOLS WHO SCORE AT EACH  
9 ACHIEVEMENT LEVEL ON THE STANDARDIZED CURRICULUM-BASED  
10 ACHIEVEMENT COLLEGE ENTRANCE EXAMINATION ADMINISTERED AS A  
11 STATEWIDE ASSESSMENT OR THE PERCENTAGES OF STUDENTS ENROLLED  
12 IN EACH OF THE GRADE LEVELS INCLUDED IN THE PUBLIC HIGH SCHOOL  
13 WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE ASSESSMENTS  
14 ADMINISTERED BY THE PUBLIC HIGH SCHOOL PURSUANT TO SECTION  
15 22-7-1006.3.

20 (a) (I) For each public high school, the department shall calculate:  
21 (I) The percentages of students enrolled in the eleventh grade in  
22 the public high school who score at each achievement level on the  
23 standardized curriculum-based achievement college entrance examination  
24 administered as a statewide assessment or the percentages of students  
25 enrolled in each of the grade levels included in the public high school  
26 who score at each achievement level on the assessments administered  
27 pursuant to section 22-7-1006.3 by the public high school;

1                   (H)(A) As soon as the data is available, the percentage of students  
2                   graduating from the public high school who receive a diploma that  
3                   includes a postsecondary and workforce readiness endorsement as  
4                   described in section 22-7-1009 (1) and the percentage who receive a  
5                   diploma that includes an endorsement for exemplary demonstration of  
6                   postsecondary and workforce readiness as described in section 22-7-1009  
7                   (2);

8                   (H)(A)(B) The graduation and dropout rates, as defined by rule  
9                   of the state board. FOR PURPOSES OF THIS SUBSECTION (4)(a)(I)(B), A  
10                  STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED  
11                  IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S  
12                  GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT  
13                  COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION  
14                  (4)(a)(I)(B) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC  
15                  EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS  
16                  WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE  
17                  "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS  
18                  TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

19                  (B) Beginning in the 2020-21 school year, for purposes of this  
20                  subsection (4)(a)(III), a student who is enrolled in special education  
21                  services, as defined in section 22-20-103 (23), must be counted in the  
22                  public high school's graduation rate in the school year in which the  
23                  student completes the minimum graduation requirements. Nothing in this  
24                  subsection (4)(a)(III)(B) limits the right to a free appropriate public  
25                  education for a student as provided by the federal "Individuals with  
26                  Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the  
27                  "Exceptional Children's Educational Act", article 20 of this title 22; or

1 ~~any other federal or state law or rule.~~

2 ~~(IV)~~ (C) Beginning in the 2016-17 school year, The percentages  
3 of students graduating from the public high school who, in the school  
4 year immediately following graduation from high school, enroll in a  
5 career and technical education program, community college, or four-year  
6 institution of higher education. The department shall weight each  
7 postsecondary enrollment option equally in determining a public high  
8 school's level of attainment of this measure.

9 ~~(IV.5)~~ (D) Beginning in the 2018-19 school year, or in the first  
10 school year for which data is available, The percentage of students  
11 graduating from the public high school who, in the school year  
12 immediately following graduation from high school, enlist in the military.  
13 The department shall weight military enlistment equally with the  
14 postsecondary enrollment options described in ~~subsection (4)(a)(IV)~~  
15 SUBSECTION (4)(a)(I)(C) of this section in determining a public high  
16 school's level of attainment on the postsecondary and workforce readiness  
17 indicator.

18 ~~(V)~~ (E) Beginning in the 2020-21 school year, The percentage of  
19 students enrolled in the public high school who demonstrate college and  
20 career readiness, based on the demonstration options available to the  
21 students enrolled in the public high school, at the higher achievement  
22 level adopted by the state board that indicates a student is prepared,  
23 without needing remediation, to enroll in general education core courses;

24 AND

25 ~~(VI)~~ (F) Beginning in the 2020-21 school year, The percentage of  
26 students enrolled in the public high school who successfully complete an  
27 advanced placement course in a subject other than English language arts

1 or math and earn a score of three or higher on the end-of-course advanced  
2 placement exam, the percentage of students who successfully complete  
3 a concurrent enrollment course in a subject other than English language  
4 arts or math and earn a grade of "B" or higher in the course, and the  
5 percentage of students who successfully complete an international  
6 baccalaureate course in a subject other than English language arts or math  
7 and earn a score of four or higher;

8 (b) (II) For each school district and the institute, the department  
9 shall calculate:

10 (I) The overall percentages of students enrolled in the eleventh  
11 grade in all of the district public high schools or all institute charter high  
12 schools who score at each achievement level on the standardized  
13 curriculum-based achievement college entrance examination administered  
14 as a statewide assessment or the percentages of students enrolled in each  
15 of the grade levels included in the public high schools who score at each  
16 achievement level on the assessments administered pursuant to section  
17 22-7-1006.3 by the public high schools;

18 (II) (A) Beginning with the first school year for which criteria are  
19 adopted pursuant to section 22-7-1009 (1) for awarding diplomas that are  
20 endorsed for postsecondary and workforce readiness and for each school  
21 year thereafter, The overall percentage of all students graduating from the  
22 district public high schools or from the institute charter high schools who  
23 receive diplomas that are endorsed for postsecondary and workforce  
24 readiness as described in section 22-7-1009 (1) and the percentage who  
25 receive diplomas that are endorsed for exemplary demonstration of  
26 postsecondary and workforce readiness as described in section 22-7-1009  
27 (2);

1                   **(III)(A)(B)** The overall graduation and dropout rates, as defined  
2 by rule of the state board, for the district public high schools or the  
3 institute charter high schools. FOR PURPOSES OF THIS SUBSECTION  
4 (4)(a)(II)(B), A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION  
5 SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE  
6 SCHOOL DISTRICT'S AND THE INSTITUTE'S GRADUATION RATE IN THE  
7 SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM  
8 GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(II)(B) DOES NOT  
9 LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A  
10 STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES  
11 EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL  
12 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY  
13 OTHER FEDERAL OR STATE LAW OR RULE.

14                   **(B)** Beginning in the 2020-21 school year, for purposes of this  
15 subsection (4)(b)(III), a student who is enrolled in special education  
16 services, as defined in section 22-20-103 (23), must be counted in the  
17 school district's and the institute's graduation rate in the school year in  
18 which the student completes the minimum graduation requirements.  
19 Nothing in this subsection (4)(b)(III)(B) limits the right to a free  
20 appropriate public education for a student as provided by the federal  
21 "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq.,  
22 as amended; the "Exceptional Children's Educational Act", article 20 of  
23 this title 22; or any other federal or state law or rule.

24                   **(IV) (C)** Beginning in the 2016-17 school year, The overall  
25 percentages of students graduating from all of the district public high  
26 schools or all institute charter high schools who, in the school year  
27 immediately following graduation from high school, enroll in a career and

1 technical education program, community college, or four-year institution  
2 of higher education. The department shall weight each postsecondary  
3 enrollment option equally in determining a school district's or the  
4 institute's level of attainment of this measure.

5 ~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first~~  
6 ~~school year for which data is available;~~ The overall percentages of  
7 students graduating from all of the district public high schools or all  
8 institute charter high schools who, in the school year immediately  
9 following graduation from high school, enlist in the military. The  
10 department shall weight military enlistment equally with the  
11 postsecondary enrollment options described in ~~subsection (4)(b)(IV) of~~  
12 ~~this section~~ SUBSECTION (4)(a)(II)(C) OF THIS SECTION in determining a  
13 school district's or the institute's level of attainment on the postsecondary  
14 and workforce readiness indicator.

15 ~~(V) (E) Beginning in the 2020-21 school year;~~ The overall  
16 percentage of students enrolled in the district public high schools or all  
17 of the institute charter high schools who demonstrate college and career  
18 readiness, based on the demonstration options offered by the district  
19 charter high schools, the school district, or the institute charter high  
20 schools, at the higher achievement level adopted by the state board that  
21 indicates a student is prepared, without needing remediation, to enroll in  
22 general education core courses; AND

23 ~~(VI) (F) Beginning in the 2020-21 school year;~~ The overall  
24 percentage of students enrolled in the district public high schools or  
25 institute charter high schools who successfully complete an advanced  
26 placement course in a subject other than English language arts or math  
27 and earn a score of three or higher on the end-of-course advanced

1 placement exam, the percentage of students who successfully complete  
2 a concurrent enrollment course in a subject other than English language  
3 arts or math and earn a grade of "B" or higher in the course, and the  
4 percentage of students who successfully complete an international  
5 baccalaureate course in a subject other than English language arts or math  
6 and earn a score of four or higher; AND

7 (e) (III) For the state, the department shall calculate:

8 (I) ~~The percentages of students enrolled in the eleventh grade in~~  
9 ~~public high schools statewide who score at each achievement level on the~~  
10 ~~standardized curriculum-based achievement college entrance examination~~  
11 ~~administered as a statewide assessment or the percentages of students~~  
12 ~~enrolled in each of the grade levels included in the public high schools~~  
13 ~~statewide who score at each achievement level on the assessments~~  
14 ~~administered pursuant to section 22-7-1006.3 by the public high schools;~~

15 (II) (A) ~~Beginning with the 2011-12 school year and for each~~  
16 ~~school year thereafter, The overall percentage of all students graduating~~  
17 ~~from the public high schools in the state who receive diplomas that are~~  
18 ~~endorsed for postsecondary and workforce readiness as described in~~  
19 ~~section 22-7-1009 (1) and the percentage who receive diplomas that are~~  
20 ~~endorsed for exemplary demonstration of postsecondary and workforce~~  
21 ~~readiness as described in section 22-7-1009 (2);~~

22 (III) (B) The statewide graduation and dropout rates, as  
23 defined by rule of the state board, for the public high schools in the state.

24 FOR PURPOSES OF THIS SUBSECTION (4)(a)(III)(B), A STUDENT WHO IS  
25 ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION  
26 22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION RATE IN  
27 THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM

1 GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(III)(B) DOES NOT  
2 LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A  
3 STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES  
4 EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL  
5 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY  
6 OTHER FEDERAL OR STATE LAW OR RULE.

7 ~~(B) Beginning in the 2020-21 school year, for purposes of this  
8 subsection (4)(c)(III), a student who is enrolled in special education  
9 services, as defined in section 22-20-103 (23), must be counted in the  
10 statewide graduation rate in the school year in which the student  
11 completes the minimum graduation requirements. Nothing in this  
12 subsection (4)(c)(III)(B) limits the right to a free appropriate public  
13 education for a student as provided by the federal "Individuals with  
14 Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the  
15 "Exceptional Children's Educational Act", article 20 of this title 22; or  
16 any other federal or state law or rule.~~

17 ~~(IV) (C) Beginning in the 2016-17 school year, The percentages  
18 of students graduating from public high schools statewide who, in the  
19 school year immediately following graduation from high school, enroll in  
20 a career and technical education program, community college, or  
21 four-year institution of higher education. The department shall weight  
22 each postsecondary enrollment option equally in determining the state's  
23 level of attainment of this measure.~~

24 ~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first  
25 school year for which data is available, The percentage of students  
26 graduating from public high schools statewide who, in the school year  
27 immediately following graduation from high school, enlist in the military.~~

1 The department shall weight military enlistment equally with the  
2 postsecondary enrollment options described in subsection (4)(c)(IV) of  
3 this section SUBSECTION (4)(a)(III)(C) OF THIS SECTION in determining the  
4 state's level of attainment on the postsecondary and workforce readiness  
5 indicator.

6 ~~(V)~~ (E) ~~Beginning in the 2020-21 school year;~~ The overall  
7 percentage of students enrolled in the public high schools statewide who  
8 demonstrate college and career readiness, based on the demonstration  
9 options available to the students enrolled in each public high school, at  
10 the higher achievement level adopted by the state board that indicates a  
11 student is prepared, without needing remediation, to enroll in general  
12 education core courses; AND

13 ~~(VI)~~ (F) ~~Beginning in the 2020-21 school year;~~ The overall  
14 percentage of students enrolled in the public high schools of the state who  
15 successfully complete an advanced placement course in a subject other  
16 than English language arts or math and earn a score of three or higher on  
17 the end-of-course advanced placement exam, the percentage of students  
18 who successfully complete a concurrent enrollment course in a subject  
19 other than English language arts or math and earn a grade of "B" or  
20 higher in the course, and the percentage of students who successfully  
21 complete an international baccalaureate course in a subject other than  
22 English language arts or math and earn a score of four or higher.

23 (b) THIS SUBSECTION (4) IS REPEALED, EFFECTIVE JULY 1, 2027.

24 (4.5) BEGINNING IN THE ~~2027-28~~ SCHOOL YEAR, THE DEPARTMENT  
25 SHALL DETERMINE THE LEVEL OF ATTAINMENT ON THE POSTSECONDARY  
26 AND WORKFORCE READINESS INDICATOR OF EACH PUBLIC HIGH SCHOOL,  
27 EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE BY

1 USING, AT A MINIMUM, THE FOLLOWING MEASURES:

2 (a) FOR EACH PUBLIC HIGH SCHOOL, THE DEPARTMENT SHALL  
3 CALCULATE:

4 (I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION  
5 SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

6 (A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE  
7 COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE  
8 DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR  
9 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT  
10 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR  
11 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE  
12 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED  
13 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;  
14 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED  
15 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN  
16 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY  
17 THE STATE BOARD;

18 (B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING  
19 THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE  
20 WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT  
21 TO SECTION 8-83-602; AND

22 (C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL  
23 THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS  
24 FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL  
25 COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

26

27 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH

1 INCLUDES THE FOLLOWING MEASURES:

2 [REDACTED]

3 (A) THE PERCENTAGES OF STUDENTS GRADUATING FROM THE  
4 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY  
5 FOLLOWING GRADUATION FROM HIGH SCHOOL AFTER MEETING  
6 GRADUATION REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL  
7 EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF  
8 HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS  
9 DEFINED IN SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH  
10 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A  
11 PUBLIC HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY  
12 PROGRESSION SUB-INDICATOR.

13 (B) THE PERCENTAGE OF STUDENTS GRADUATING FROM THE  
14 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY  
15 FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY.  
16 THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH  
17 THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION  
18 (4.5)(a)(II)(B) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S  
19 LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION  
20 SUB-INDICATOR.

21 (C) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT  
22 ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN THE  
23 STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

24 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE  
25 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(a)(III),  
26 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS  
27 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH

1 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT  
2 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION  
3 (4.5)(a)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC  
4 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS  
5 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE  
6 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS  
7 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

8 (IV) THE DROPOUT RATE SUB-INDICATOR, AS DEFINED BY THE  
9 STATE BOARD BY RULE.

10 (b) FOR EACH SCHOOL DISTRICT AND THE INSTITUTE, THE  
11 DEPARTMENT SHALL CALCULATE:

12 (I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION  
13 SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

14 (A) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN  
15 TRANSFERABLE COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT  
16 WITH THE DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR  
17 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT  
18 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR  
19 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE  
20 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED  
21 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;  
22 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED  
23 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN  
24 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY  
25 THE STATE BOARD;

26 (B) THE OVERALL PERCENTAGE OF STUDENTS WHO DEMONSTRATE  
27 LEARNING THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH

1 THE WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED  
2 PURSUANT TO SECTION 8-83-602; AND

3 (C) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN A  
4 CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY  
5 STANDARDS FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE  
6 ANNUAL COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION  
7 24-46.3-103;

8 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH  
9 INCLUDES THE FOLLOWING MEASURES:

10 [REDACTED]

11 (A) THE OVERALL PERCENTAGES OF STUDENTS GRADUATING FROM  
12 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH  
13 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING  
14 GRADUATION FROM HIGH SCHOOL AFTER MEETING GRADUATION  
15 REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION  
16 PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER  
17 EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN  
18 SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH  
19 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A  
20 DISTRICT PUBLIC HIGH SCHOOL'S OR AN INSTITUTE CHARTER HIGH  
21 SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION  
22 SUB-INDICATOR.

23 (B) THE OVERALL PERCENTAGE OF STUDENTS GRADUATING FROM  
24 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH  
25 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING  
26 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE  
27 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE

1 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION  
2 (4.5)(b)(II)(B) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S  
3 OR AN INSTITUTE CHARTER HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE  
4 POSTSECONDARY PROGRESSION SUB-INDICATOR.

5 (C) THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN A  
6 CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS  
7 IN THE STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

8 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE  
9 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(b)(III),  
10 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS  
11 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH  
12 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT  
13 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION  
14 (4.5)(b)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC  
15 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS  
16 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE  
17 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS  
18 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

19 (IV) THE DROPOUT RATE SUB-INDICATOR, AS DEFINED BY THE  
20 STATE BOARD BY RULE.

21 (c) FOR THE STATE, THE DEPARTMENT SHALL CALCULATE:

22 (I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION  
23 SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

24 (A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE  
25 COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE  
26 DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR  
27 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT

1 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR  
2 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE  
3 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED  
4 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;  
5 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED  
6 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN  
7 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY  
8 THE STATE BOARD;

9 (B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING  
10 THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE  
11 WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT  
12 TO SECTION 8-83-602; AND

13 (C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL  
14 THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS  
15 FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL  
16 COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

17  
18 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH  
19 INCLUDES THE FOLLOWING MEASURES:

20  
21 (D) THE PERCENTAGES OF STUDENTS GRADUATING FROM PUBLIC  
22 HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING  
23 GRADUATION FROM HIGH SCHOOL AFTER MEETING GRADUATION  
24 REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION  
25 PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER  
26 EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN  
27 SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH

1 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A  
2 STATE'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION  
3 SUB-INDICATOR.

4 (E) THE PERCENTAGE OF STUDENTS GRADUATING FROM PUBLIC  
5 HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING  
6 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE  
7 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE  
8 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION  
9 (4.5)(c)(II)(B) OF THIS SECTION IN DETERMINING THE STATE'S LEVEL OF  
10 ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

11 (F) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT  
12 ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN STUDENTS  
13 EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

14 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE  
15 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(c)(III),  
16 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS  
17 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH  
18 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT  
19 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION  
20 (4.5)(c)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC  
21 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS  
22 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE  
23 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS  
24 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

25 (IV) THE OVERALL DROPOUT RATES, AS DEFINED BY THE STATE  
26 BOARD BY RULE.

27 (d) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL,

1 IN COLLABORATION WITH THE TECHNICAL ADVISORY PANEL, REPORT ON  
2 THE METRICS OF THE POSTSECONDARY AND WORKFORCE READINESS  
3 INDICATOR DESCRIBED IN THIS SUBSECTION (4.5) TO THE EDUCATION  
4 COMMITTEES OF THE SENATE, AND THE HOUSE OF REPRESENTATIVES, OR  
5 THEIR SUCCESSOR COMMITTEES.

6 (5) In measuring the performance of a public school, a school  
7 district, the institute, or the state on each of the performance indicators,  
8 the department shall CALCULATE THE MEASURES FOR EACH PERFORMANCE  
9 INDICATOR BY COMBINED STUDENT GROUP SO STUDENT GROUPS ARE  
10 COUNTED ONLY ONCE. THE DEPARTMENT SHALL disaggregate the  
11 measures for each indicator by student group FOR REPORTING PURPOSES  
12 PURSUANT TO SUBSECTION (7)(a) OF THIS SECTION. The department shall  
13 separately account for the performance of each COMBINED student group  
14 in determining the overall performance on a performance indicator by a  
15 public school, a school district, the institute, or the state. IN DETERMINING  
16 THE OVERALL PERFORMANCE ON A PERFORMANCE INDICATOR, THE  
17 DEPARTMENT SHALL ENSURE THAT EACH STUDENT IS COUNTED ONCE EVEN  
18 IF THE STUDENT BELONGS TO MULTIPLE STUDENT GROUPS.

19 **SECTION 6.** In Colorado Revised Statutes, 22-11-207, **amend**  
20 (1) introductory portion, (2) introductory portion, (2)(a), (4)(a), and (5);  
21 and **add** (2.5)(c) as follows:

22 **22-11-207. Accreditation categories - criteria - rules.** (1) The  
23 state board shall ~~promulgate~~ ADOPT rules to establish accreditation  
24 categories that shall include, but ~~need~~ ARE not ~~be~~ limited to:

25 (2) The state board shall ~~promulgate~~ ADOPT rules establishing  
26 objective, measurable criteria that the department shall apply in  
27 determining the appropriate accreditation category for each school district

1 and the institute, placing the greatest emphasis on attainment of the  
2 performance indicators. At a minimum, the rules must take into  
3 consideration:

4 (a) A school district's or the institute's level of attainment of the  
5 statewide targets on the performance indicators, INCLUDING  
6 SUCCESSFULLY COMPLETING THE FOLLOWING TO EARN AN ACCREDITED  
7 WITH DISTINCTION PLAN:

8 (I) SUCCESSFULLY MEETING THE ACCREDITED WITH DISTINCTION  
9 PLAN THRESHOLDS ON THE DISTRICT PERFORMANCE FRAMEWORKS OR THE  
10 INSTITUTE PERFORMANCE FRAMEWORKS;

11 (II) REPORTING THAT AT LEAST ~~SEVENTY-FIVE~~ PERCENT OF  
12 STUDENTS PARTICIPATE IN AND COMPLETE STATE ASSESSMENTS;

13 (III) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST  
14 MEETING EXPECTATIONS FOR ACADEMIC GROWTH;

15 (IV) REPORTING THAT NO INDIVIDUAL STUDENT GROUP HAS  
16 RECEIVED A "DOES NOT MEET EXPECTATION" RATING FOR ACADEMIC  
17 GROWTH; AND

18 (V) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST  
19 APPROACHING PERFORMANCE EXPECTATIONS FOR ACADEMIC  
20 ACHIEVEMENT.

21 (2.5) (c) WHEN THE DEPARTMENT NOTIFIES A SCHOOL DISTRICT  
22 AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT AND  
23 FINAL ACCREDITATION CATEGORY PURSUANT TO SUBSECTIONS (2.5)(a)  
24 AND (2.5)(b) OF THIS SECTION, THE DEPARTMENT SHALL NOTIFY THE  
25 SCHOOL DISTRICT OR INSTITUTE IF IT DID NOT RECEIVE AN ACCREDITED  
26 WITH DISTINCTION PLAN AS A RESULT OF LOW STUDENT PARTICIPATION IN  
27 STATE ASSESSMENTS. ~~A SMALL RURAL DISTRICT, AS DEFINED IN SECTION~~

1 22-54-103, MAY APPEAL TO THE STATE BOARD TO GAIN AN ACCREDITED  
2 WITH DISTINCTION PLAN ONLY IF THE SMALL RURAL DISTRICT IS NOTIFIED  
3 PURSUANT TO THIS SUBSECTION (2.5)(c) AND THE SMALL RURAL DISTRICT'S  
4 ONLY INFRACTION IS NOT MEETING THE SEVENTY-FIVE PERCENT  
5 THRESHOLD DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION.

6 (4) (a) Beginning with the 2018-19 school year, If a school district  
7 or the institute performs at a level that results in being accredited with  
8 priority improvement plan or lower for two consecutive years followed  
9 by three consecutive or nonconsecutive years, resulting in a total of five  
10 years of performance at such a level, THE SCHOOL DISTRICT OR THE  
11 INSTITUTE SHALL SUBMIT A PATHWAY PLAN TO THE STATE BOARD FOR  
12 APPROVAL AND the state board shall require the school district or institute  
13 to take significant action as provided in section 22-11-209; except that,  
14 before the five years have accumulated, if the school district or institute  
15 performs for at least two consecutive years at a level that results in being  
16 accredited with improvement plan or higher, the five years stop  
17 accumulating unless the school district or institute again performs at a  
18 level that results in being accredited with priority improvement plan or  
19 lower for two consecutive years, at which time the school district or  
20 institute is again in the first two of the five years. For the time during  
21 which the five years of performance are accumulating, a school district  
22 or the institute is on performance watch. THE DEPARTMENT SHALL  
23 MONITOR PROGRESS ON THE IMPLEMENTATION OF THE ACTIONS ORDERED  
24 BY THE STATE BOARD PURSUANT TO SECTION 22-11-209. THE  
25 DEPARTMENT SHALL PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

26 (5) Notwithstanding any provision of subsection (4)(a) of this  
27 section or section 22-11-209 (2)(a) to the contrary, at the request of a

1 school district, in consultation with the district accountability committee,  
2 or the institute, THE SCHOOL DISTRICT OR THE INSTITUTE MAY  
3 VOLUNTARILY REQUEST, IN THE THIRD OR FOUR YEAR OF PERFORMANCE  
4 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION DESCRIBED IN SECTION  
5 22-11-209 (2)(a) THAT IS NOT OTHERWISE REQUIRED BY LAW. THE SCHOOL  
6 DISTRICT OR THE INSTITUTE SHALL DESIGN A PATHWAY PLAN AND PRESENT  
7 THE PATHWAY PLAN TO THE STATE BOARD FOR APPROVAL. The state board  
8 may direct the school district or institute to take significant actions as  
9 provided in section 22-11-209 even though the school district or institute  
10 has not completed the five years of performance watch. If the state board  
11 requires the school district or institute to take significant actions, the  
12 school district or institute is subject to the provisions of section 22-11-209  
13 (3.5). WHEN THE SCHOOL DISTRICT OR THE INSTITUTE VOLUNTARILY  
14 REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE THIRD OR  
15 FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS LIMITED TO  
16 DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH IN SECTION  
17 22-11-209 (2)(a) THAT IS PROPOSED BY THE SCHOOL DISTRICT OR THE  
18 INSTITUTE.

19 **SECTION 7.** In Colorado Revised Statutes, 22-11-208, amend  
20 (2) introductory portion, (2.5), and (3) introductory portion; and add  
21 (2.3), (4), and (5) as follows:

22 **22-11-208. Accreditation - annual review - supports and**  
23 **interventions - rules.** (2) The department shall provide technical  
24 assistance and support to school districts that are A SCHOOL DISTRICT OR  
25 THE INSTITUTE IF THE SCHOOL DISTRICT OR THE INSTITUTE IS accredited  
26 with improvement plan, accredited with priority improvement plan, or  
27 accredited with turnaround plan, and to the institute if it is accredited at

1 any of those categories OR MEETS CRITERIA THE DEPARTMENT IDENTIFIES  
2 THAT INDICATES THE SCHOOL DISTRICT'S OR THE INSTITUTE'S  
3 PERFORMANCE IS DECLINING. The department shall base the amount of  
4 technical assistance and support provided to a school district or the  
5 institute on the school district's or institute's degree of need for assistance  
6 and the department's available resources. Technical assistance and  
7 support may include, but need not be limited to:

8 (2.3) IF A SCHOOL DISTRICT OR THE INSTITUTE MEETS THE CRITERIA  
9 DESCRIBED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT MAY  
10 REQUIRE THE SCHOOL DISTRICT OR THE INSTITUTE TO PARTICIPATE IN AN  
11 EVALUATION THAT IS CONDUCTED BY:  
12 (a) THE DEPARTMENT;  
13 (b) A THIRD PARTY APPROVED BY THE DEPARTMENT; OR  
14 (c) THE SCHOOL DISTRICT OR THE INSTITUTE USING A  
15 SELF-ASSESSMENT TOOL APPROVED BY THE DEPARTMENT.

16 (2.5) (a) In addition to the technical assistance and support  
17 described in subsection (2) of this section, the department shall make  
18 available to the directors of the local school board of a school district that  
19 is accredited with improvement plan or lower, or that includes a public  
20 school that is required to adopt a priority improvement or turnaround  
21 plan, training in school district and public school governance and  
22 turnaround best practices. The department shall also make available  
23 informational materials and training opportunities for parents, school  
24 personnel, and members of the affected district accountability committee  
25 and school accountability committee.

26 (b) THE DEPARTMENT SHALL, IN COLLABORATION WITH RELEVANT  
27 ORGANIZATIONS THAT WORK WITH LOCAL SCHOOL BOARDS AND THE

1 INSTITUTE BOARD, PROVIDE GUIDANCE TO EACH LOCAL SCHOOL BOARD  
2 AND THE INSTITUTE BOARD ON HOW TO REVIEW AND MONITOR THE  
3 IMPLEMENTATION OF ACCREDITATION PLANS TO CREATE CONSISTENCY  
4 WITH THE IMPLEMENTATION OF STATEWIDE IMPROVEMENT PLANS.

5 (3) The commissioner may assign the state review panel to  
6 critically evaluate a school district's priority improvement plan, or  
7 turnaround plan, OR PATHWAY PLAN, or the institute's priority  
8 improvement plan, or turnaround plan, OR PATHWAY PLAN. The  
9 commissioner may require the state review panel to conduct one or more  
10 on-site visits as part of evaluating a school district's or the institute's  
11 priority improvement, or turnaround plan, OR PATHWAY PLAN. Based on  
12 its evaluation, the state review panel shall report to the commissioner, the  
13 state board, and the affected local school board or institute board  
14 recommendations concerning:

15 (4) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND  
16 FEEDBACK TO A SCHOOL DISTRICT OR THE INSTITUTE DURING YEAR TWO OF  
17 THE TWO CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR  
18 TURNAROUND PLAN.

19 

20 (5) (a) IF A SCHOOL DISTRICT OR THE INSTITUTE HAS LOW STUDENT  
21 PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY  
22 OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE SCHOOL  
23 DISTRICT OR THE INSTITUTE SHALL CREATE A CORRECTIVE ACTION PLAN  
24 AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE  
25 ACTION PLAN, THE SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

26 (I) EDUCATING PARENTS AND GUARDIANS ON THE IMPORTANCE OF  
27 STUDENT PARTICIPATION IN STATE ASSESSMENTS;

8 (b) IF A SCHOOL DISTRICT OR INSTITUTE RECEIVES A CATEGORY OF  
9 "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE  
10 ASSESSMENT FOR THREE CONSECUTIVE YEARS, THE SCHOOL DISTRICT OR  
11 INSTITUTE SHALL PRESENT ITS CORRECTIVE ACTION PLAN AS DESCRIBED IN  
12 SUBSECTION (5)(a) OF THIS SECTION TO THE STATE BOARD.

13 (c) FOR THE 2025-26 AND THE 2026-27 SCHOOL YEARS, ONLINE  
14 SCHOOLS, AS DEFINED IN SECTION 22-30.7-102, ARE NOT SUBJECT TO THIS  
15 SUBSECTION (5).

19                   **22-11-209. Removal of accreditation - recommended actions**

20                   **- review - appeal - rules.** (2) (a) If a school district or the institute is

21                   accredited with a turnaround plan and the department determines that the

22                   school district or institute has failed to make substantial progress under

23                   its turnaround plan, or if the school district or institute has been on

24                   performance watch for the full five years, the commissioner shall assign

25                   the state review panel to critically evaluate the school district's or the

26                   institute's performance and to recommend one or more of the following

27                   actions:

1 (I) If the recommendation applies to a school district:

2 (E) That one or more of the district public schools be closed; or

3 (G) THAT THE SCHOOL DISTRICT TAKE OTHER ACTIONS, AS

4 PROPOSED BY THE SCHOOL DISTRICT, THAT ARE COMPARABLE TO OR THAT

5 HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN

6 SUBSECTIONS (2)(a)(I)(A) TO (2)(a)(I)(F) OF THIS SECTION AND THAT ARE

7 ALIGNED TO THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE

8 IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE

9 NOT LIMITED TO, CONTRACTING WITH EXTERNAL SUPPORT PARTNERS,

10 USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT,

11 ENGAGING IN CROSS-DISTRICT PROGRESS MONITORING, OR

12 COMPREHENSIVE SCHOOL REDESIGN.

(3.5) (a) So long as a school district or the institute performs at a level that results in being accredited with priority improvement plan or lower, after the state board initially directs the school district or institute to take action as described in subsections (2) and (3) of this section, the commissioner may in any year, but shall every two years, assign the state review panel to critically evaluate the school district's or the institute's performance and recommend one or more of the actions described in subsection (2)(a) of this section. In evaluating the school district's or institute's PATHWAY PLAN AND performance and recommending actions, the state review panel shall consider the criteria specified in subsection (2)(b) of this section. The state board shall consider the recommendations of the state review panel, the actions that the school district or institute was previously directed to take, the fidelity with which the district or institute has implemented the directed actions AND THE PATHWAY PLAN, and whether the amount of time that the school district or institute has had to implement the actions is reasonably sufficient to achieve results. The state board shall either require the school district or institute to continue the previously directed actions or direct the school district or institute to undertake additional or different actions as provided in subsections (2) and (3) of this section.

21 (5) A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL  
22 SUPPORT PARTNER FOR A SCHOOL DISTRICT OR THE INSTITUTE, AS  
23 DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, IS SUBJECT TO THE  
24 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE  
25 72 OF TITLE 24; EXCEPT THAT THE PUBLIC OR PRIVATE ENTITY SHALL  
26 COMPLY WITH THE FEDERAL "FAMILY EDUCATIONAL RIGHTS AND  
27 PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AND ANY OTHER FEDERAL

1 OR STATE PRIVACY LAWS.

2 (6) (a) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT  
3 SHALL CONDUCT AN EVALUATION OF:

4 (I) THE ESSENTIAL COMPONENTS THAT MUST BE IN PLACE FOR  
5 EXTERNAL MANAGEMENT PARTNERS TO BE SUCCESSFUL;

6 (II) THE EFFECT EXTERNAL MANAGEMENT PARTNERS HAVE HAD ON  
7 A SCHOOL DISTRICT'S OR THE INSTITUTE'S PERFORMANCE INDICATORS, AS  
8 DESCRIBED IN SECTION 22-11-204 (1)(a);

9 (III) THE SUCCESSFUL EXTERNAL MANAGEMENT ARRANGEMENTS  
10 AND THE CONDITIONS AND PROCESSES THAT LED TO SUCCESSFUL  
11 OUTCOMES, WHICH MUST INCLUDE FEEDBACK FROM STAKEHOLDERS,  
12 INCLUDING EDUCATORS AND PARENTS. THE EVALUATION MUST INCLUDE  
13 AN ANALYSIS OF EDUCATOR RETENTION AND FEEDBACK.

14 (IV) THE DEPARTMENT'S MANAGEMENT OF THE EXTERNAL  
15 MANAGEMENT PARTNER PROCESS.

16 (b) THE DEPARTMENT SHALL CREATE A LIST OF QUALIFIED STATE  
17 EXTERNAL MANAGEMENT PARTNERS AND A MODEL CONTRACT  
18 AGREEMENT TO SUPPORT A SCHOOL DISTRICT OR THE INSTITUTE IN  
19 ACCESSING EXTERNAL MANAGEMENT PARTNERS.

20 

21 **SECTION 9.** In Colorado Revised Statutes, 22-11-210, amend  
22 (1)(d)(I), (1)(d.5), (4) introductory portion, (5)(a) introductory portion,  
23 (5)(a)(V), (5)(b), (5)(d), and (5.5)(a); and **add** (5)(a)(VII), (7), (8), (9),  
24 and (10) as follows:

25 **22-11-210. Public schools - annual review - plans - supports**  
26 **and interventions - rules.** (1) (d) (I) Beginning with the 2018-19 school  
27 year, If a public school performs at a level that results in being required

1 to adopt a priority improvement or turnaround plan for two consecutive  
2 years followed by three consecutive or nonconsecutive years, resulting in  
3 a total of five years of performance at such a level, the state board shall  
4 REVIEW THE PUBLIC SCHOOL'S PATHWAY PLAN AND require the school  
5 district, for a public school of the school district, or the institute, for an  
6 institute charter school, to take one of the actions described in subsection  
7 (5)(a) of this section AND IMPLEMENT THE PATHWAY PLAN; except that, if,  
8 before the five years have accumulated, the public school performs for at  
9 least two consecutive years at a level that results in the public school  
10 being required to adopt an improvement or performance plan, the five  
11 years stop accumulating unless the public school again performs at a level  
12 that results in being required to adopt a priority improvement or  
13 turnaround plan for two consecutive years, at which time the public  
14 school is again in the first two of the five years. For the time during which  
15 the five years of performance are accumulating, a public school is on  
16 performance watch.

17 (d.5) Notwithstanding any provision of subsection (1)(d)(I) of this  
18 section to the contrary, at the request of the school district, in consultation  
19 with the affected school accountability committee and, in the case of a  
20 district charter school, with the consent of the governing board of the  
21 district charter school, or the institute, with the consent of the governing  
22 board, and in consultation with the school accountability committee, of  
23 the affected institute charter school, THE PUBLIC SCHOOL MAY  
24 VOLUNTARILY REQUEST, IN THE THIRD OR FOURTH YEAR OF PERFORMANCE  
25 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION AS DESCRIBED IN  
26 SUBSECTION (5)(a) OF THIS SECTION THAT IS NOT OTHERWISE REQUIRED BY  
27 LAW. THE PUBLIC SCHOOL SHALL DESIGN A PATHWAY PLAN TO PRESENT TO

1 THE STATE BOARD FOR APPROVAL, AND the state board may direct the  
2 school district, for a public school of the school district, or the institute,  
3 for an institute charter school, to take one of the actions described in  
4 subsection (5)(a) of this section even though the public school has not  
5 completed the five years of performance watch. If the state board requires  
6 the school district or institute to take one of the actions described in  
7 subsection (5)(a) of this section, the public school is subject to the  
8 provisions of subsection (5.5) of this section. WHEN THE PUBLIC SCHOOL  
9 VOLUNTARILY REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE  
10 THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS  
11 LIMITED TO DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH  
12 IN SUBSECTION (5)(a) OF THIS SECTION THAT IS PROPOSED BY THE PUBLIC  
13 SCHOOL.

14 (4) The commissioner may assign the state review panel to  
15 critically evaluate a public school's priority improvement, or turnaround  
16 plan, OR PATHWAY PLAN. The commissioner may require the state review  
17 panel to conduct one or more on-site visits as part of evaluating a public  
18 school's plan. Based on its evaluation, the state review panel shall report  
19 to the commissioner, the state board, and the local school board or the  
20 institute recommendations concerning:

21 (5) (a) If a public school fails to make adequate progress under its  
22 turnaround plan or continues on performance watch for the full five years,  
23 the commissioner shall assign the state review panel to critically evaluate  
24 the public school's performance AND THE PUBLIC SCHOOL'S PATHWAY  
25 PLAN, which evaluation must include at least one on-site visit to the  
26 public school. Upon completing the evaluation, the state review panel  
27 shall MAKE RECOMMENDATIONS ON THE PATHWAY PLAN AND TO

1 determine whether to recommend:

2 (V) That the public school be closed or, with regard to a district  
3 charter school or an institute charter school, that the public school's  
4 charter be revoked; **or**

5 (VII) OTHER ACTIONS THAT ARE COMPARABLE TO OR THAT HAVE  
6 A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN  
7 SUBSECTIONS (5)(a)(I) TO (5)(a)(V) OF THIS SECTION THAT THE PUBLIC  
8 SCHOOL PROPOSES AND THAT ARE ALIGNED WITH THE PATHWAY PLAN AND  
9 DESIGNED TO SUPPORT THE IMPLEMENTATION OF THE PATHWAY PLAN.  
10 ACTIONS MAY INCLUDE, BUT ARE NOT LIMITED TO, COMPREHENSIVE  
11 SCHOOL REDESIGN, CONTRACTING WITH EXTERNAL SUPPORT PARTNERS, OR  
12 USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT.

13 (b) The state review panel shall present its recommendations to  
14 the commissioner and to the state board. Taking the recommendations  
15 into account, the state board shall determine which of the actions  
16 described in paragraph (a) of this subsection (5) SUBSECTION (5)(a) OF  
17 THIS SECTION the local school board for a district public school or the  
18 institute for an institute charter school shall take regarding the public  
19 school and direct the local school board or institute accordingly. THE  
20 DEPARTMENT SHALL MONITOR PROGRESS OF THE IMPLEMENTATION OF THE  
21 ACTIONS AND PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

22 (d) The priority improvement or turnaround plan that a public  
23 school adopts for the fourth year in which the public school is on  
24 performance watch must include a general explanation for how the school  
25 district, for a district public school, or the institute, for an institute charter  
26 school, may put into effect each of the actions described in subsection  
27 (5)(a) of this section as they pertain to a district public school, district

1 charter school, or institute charter school. WHEN A PUBLIC SCHOOL  
2 PROCEEDS WITH A SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN  
3 SUBSECTION (5)(a) OF THIS SECTION, ENTERS THE FIFTH YEAR IN WHICH  
4 THE PUBLIC SCHOOL IS ON PERFORMANCE WATCH, OR RETURNS TO THE  
5 STATE BOARD FOR A HEARING BASED ON A PRIOR ORDER OF THE STATE  
6 BOARD, THE PUBLIC SCHOOL MUST DEVELOP A PATHWAY PLAN NO LATER  
7 THAN THE FIFTH YEAR IN WHICH THE PUBLIC SCHOOL IS ON PERFORMANCE  
8 WATCH.

9 (5.5)(a) So long as a public school performs at a level that results  
10 in being required to implement a priority improvement or turnaround  
11 plan, after the state board initially directs the local school board or  
12 institute board to take action as provided in subsection (5)(b) of this  
13 section, the commissioner may in any year, but shall every two years,  
14 assign the state review panel to critically evaluate the public school's  
15 PATHWAY PLAN AND performance and recommend one or more of the  
16 actions described in subsection (5)(a) of this section. In evaluating the  
17 public school's performance and recommending actions, the state review  
18 panel shall consider the criteria specified in subsection (4) of this section.  
19 The state board shall consider the recommendations of the state review  
20 panel, the actions that the local school board or institute board was  
21 previously directed to take with regard to the public school, the fidelity  
22 with which the school district or institute and the public school have  
23 implemented the directed actions AND THE PATHWAY PLAN, and whether  
24 the amount of time that the school district or institute and the public  
25 school have had to implement the actions is reasonably sufficient to  
26 achieve results. The state board shall either require the local school board  
27 or institute board to continue the previously directed actions or direct the

1 local school board or institute board to undertake additional or different  
2 actions as provided in subsection (5)(b) of this section.

3 (7) A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL  
4 SUPPORT PARTNER FOR A PUBLIC SCHOOL, AS DESCRIBED IN SUBSECTION  
5 (5)(a) OF THIS SECTION, IS SUBJECT TO THE PROVISIONS OF THE  
6 "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE 72 OF TITLE 24;  
7 EXCEPT THAT THE PUBLIC OR PRIVATE ENTITY SHALL COMPLY WITH THE  
8 FEDERAL "FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20  
9 U.S.C. SEC. 1232g, AND ANY OTHER FEDERAL OR STATE PRIVACY LAWS.

10 (8) THE DEPARTMENT SHALL DEVELOP AN EVALUATION TO  
11 DETERMINE WHETHER A PUBLIC SCHOOL IS EXPERIENCING EARLY  
12 INDICATORS OF DISTRESS WHEN IT IS PLACED ON A PRIORITY IMPROVEMENT  
13 OR TURNAROUND PLAN. THE DEPARTMENT SHALL EVALUATE A PUBLIC  
14 SCHOOL THAT IS PROGRESSING TO YEAR ONE OF THE TWO CONSECUTIVE  
15 YEARS OF THE PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

16 (9) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND  
17 FEEDBACK TO A PUBLIC SCHOOL DURING YEAR TWO OF THE TWO  
18 CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR TURNAROUND  
19 PLAN. A PUBLIC SCHOOL, IN CONSULTATION WITH THE SCHOOL DISTRICT  
20 OR THE INSTITUTE AND THE DEPARTMENT, SHALL DEVELOP AND MANAGE  
21 A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN THAT ADDRESSES  
22 RESOURCES, TRAINING, HIGH-QUALITY CURRICULUM AND MATERIALS,  
23 POTENTIAL EXTERNAL PARTNERSHIPS, AND POTENTIAL PARTNERSHIPS  
24 WITH NEIGHBORING PUBLIC SCHOOLS AND SCHOOL DISTRICTS.

25  
26 (10) (a) IF A PUBLIC SCHOOL HAS A LOW STUDENT PARTICIPATION  
27 RATE IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF

1       "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE PUBLIC  
2       SCHOOL SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO  
3       THE LOCAL SCHOOL BOARD OR THE INSTITUTE. THE LOCAL SCHOOL BOARD  
4       OR THE INSTITUTE SHALL SUBMIT THE CORRECTIVE ACTION PLAN TO THE  
5       DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE  
6       SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

7               (I) EDUCATING THE PARENTS AND GUARDIANS ON THE  
8       IMPORTANCE OF STUDENT PARTICIPATION IN STATE ASSESSMENTS;

9               (II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF  
10      LOW PARTICIPATION RATES IN STATE ASSESSMENTS;

11               (III) COMMUNICATING TO PUBLIC SCHOOL STAFF TO ENCOURAGE  
12      PARENTS OR STUDENTS TO OPT IN TO STATE ASSESSMENTS; AND

13               (IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR  
14      STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE  
15      INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS.

16               (b) IF A PUBLIC SCHOOL RECEIVES A CATEGORY OF "INSUFFICIENT  
17      DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR  
18      THREE CONSECUTIVE YEARS, THE PUBLIC SCHOOL SHALL PRESENT ITS  
19      CORRECTIVE ACTION PLAN AS DESCRIBED IN SUBSECTION (10)(a) OF THIS  
20      SECTION TO THE STATE BOARD.

21               **SECTION 10.** In Colorado Revised Statutes, **add 22-11-212** as  
22      follows:

23               **22-11-212. Department - accountability study - report.**

24               (1) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN CONSULTATION  
25      WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT FOCUSES ON  
26      RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP DESCRIBED IN  
27      SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH RELEVANT

1 EXPERTISE, AND MAKE RECOMMENDATIONS ON LOWERING STUDENT  
2 COUNT THRESHOLDS ON ACCOUNTABILITY CALCULATIONS AND  
3 REPORTING.

4 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
5 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
6 RECOMMENDATIONS DESCRIBED IN SUBSECTION (1)(a) OF THIS SECTION TO  
7 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
8 SENATE, OR THEIR SUCCESSOR COMMITTEES.

9 (2) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
10 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT  
11 FOCUSES ON RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP  
12 DESCRIBED IN SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH  
13 RELEVANT EXPERTISE, AND MAKE RECOMMENDATIONS ON ADDRESSING  
14 INHERENT VOLATILITY OF TEST SCORE MEASUREMENTS FOR LOCAL  
15 EDUCATION PROVIDERS WITH SMALL STUDENT POPULATIONS.

16 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL  
17 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
18 RECOMMENDATIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION TO  
19 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
20 SENATE, OR THEIR SUCCESSOR COMMITTEES.

21 (3) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
22 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE  
23 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND  
24 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
25 RECOMMENDATIONS ON THE COLLEGE AND CAREER READINESS BEFORE  
26 GRADUATION SUB-INDICATOR DESCRIBED IN SECTION 22-11-204 (4.5). AS  
27 ONE PORTION OF THE STUDY, THE DEPARTMENT SHALL CONSIDER

1 INCLUDING IN THE COLLEGE AND CAREER READINESS BEFORE GRADUATION  
2 ~~SUB-INDICATOR THE PERCENTAGE OF STUDENTS WHO GRADUATE WITH A~~  
3 ~~STEM DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.3;~~  
4 ~~A DIPLOMA ENDORSEMENT IN BILITERACY, AS DESCRIBED IN SECTION~~  
5 ~~22-7-1009.5; OR GRADUATING WITH A SEAL OF CLIMATE LITERACY~~  
6 ~~DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.7.~~

7 (b) ON OR BEFORE ~~NOVEMBER 1, 2028~~, THE DEPARTMENT SHALL  
8 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
9 RECOMMENDATIONS DESCRIBED IN SUBSECTION (3)(a) OF THIS SECTION TO  
10 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
11 SENATE, OR THEIR SUCCESSOR COMMITTEES.

12 (4) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
13 CONSULTATION WITH THE TECHNICAL ADVISORY ~~PANEL~~, THE  
14 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202(3), AND  
15 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE  
16 RECOMMENDATIONS ON WEIGHTING THE PERFORMANCE FRAMEWORKS  
17 AND POTENTIAL ADJUSTMENTS TO THE WEIGHTS WITHIN THE  
18 PERFORMANCE FRAMEWORKS DESCRIBED IN SECTION 22-11-204(1).

19 (b) ON OR BEFORE ~~NOVEMBER 1, 2027~~, THE DEPARTMENT SHALL  
20 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
21 RECOMMENDATIONS DESCRIBED IN SUBSECTION (4)(a) OF THIS SECTION TO  
22 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
23 SENATE, OR THEIR SUCCESSOR COMMITTEES.

24 (5) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
25 CONSULTATION WITH THE TECHNICAL ADVISORY ~~PANEL~~, THE  
26 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202(3), AND  
27 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE

1 RECOMMENDATIONS ON SHORTENING STATEWIDE ASSESSMENTS AND  
2 IMPLEMENTING ADAPTATIVE ASSESSMENT TECHNOLOGY, INCLUDING THE  
3 FEASIBILITY OF ALIGNING ADAPTIVE ASSESSMENTS WITH FEDERAL  
4 ACCOUNTABILITY STANDARDS.

5 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
6 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
7 RECOMMENDATIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO  
8 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
9 SENATE, OR THEIR SUCCESSOR COMMITTEES.

10 (6) (a) THE DEPARTMENT SHALL FACILITATE A STUDY IN  
11 CONSULTATION WITH THE ACCOUNTABILITY WORK GROUP DESCRIBED IN  
12 SECTION 22-11-202 (3) AND OTHER ADVISORY GROUPS WITH RELEVANT  
13 EXPERIENCE REGARDING DATA AND STRATEGIES FOR PUBLIC SCHOOLS,  
14 SCHOOL DISTRICTS, OR THE INSTITUTE IN YEAR ONE OR YEAR TWO OF A  
15 PRIORITY IMPROVEMENT OR TURNAROUND PLAN AND MAKE  
16 RECOMMENDATIONS ON APPROPRIATE STATEWIDE PROFESSIONAL  
17 LEARNING AND DEVELOPMENT RESOURCES PUBLIC SCHOOLS, SCHOOL  
18 DISTRICTS, OR THE INSTITUTE MAY CONSIDER WHILE IMPLEMENTING THE  
19 PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

20 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL  
21 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
22 RECOMMENDATIONS DESCRIBED IN SUBSECTION (6)(a) OF THIS SECTION TO  
23 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
24 SENATE, OR THEIR SUCCESSOR COMMITTEES.

25 (7) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
26 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE  
27 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202(3), AND

1 OTHER ADVISORY GROUPS WITH RELEVANT EXPERIENCE, ON PUBLIC  
2 SCHOOLS OR SCHOOL DISTRICTS THAT RECEIVE, OR THE INSTITUTE IF IT  
3 RECEIVES, PERFORMANCE AWARDS AND MAKE RECOMMENDATIONS ON  
4 ADDITIONAL BENEFITS FOR HIGH-PERFORMING PUBLIC SCHOOLS, SCHOOL  
5 DISTRICTS, OR THE INSTITUTE.

6 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL  
7 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
8 RECOMMENDATIONS DESCRIBED IN SUBSECTION (7)(a) OF THIS SECTION TO  
9 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
10 SENATE, OR THEIR SUCCESSOR COMMITTEES.

11 (8) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
12 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE  
13 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202(3), AND  
14 OTHER ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE  
15 RECOMMENDATIONS ON WHAT EXPANSIONS TO THE STATE REVIEW PANEL  
16 CREATED IN SECTION 22-11-205 ARE APPROPRIATE.

17 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL  
18 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
19 RECOMMENDATIONS DESCRIBED IN SUBSECTION (8)(a) OF THIS SECTION TO  
20 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
21 SENATE, OR THEIR SUCCESSOR COMMITTEES.

22 (9) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN  
23 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE  
24 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202(3), AND  
25 OTHER ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE  
26 RECOMMENDATIONS ON HOW TO ALIGN THE ACCREDITATION SYSTEM AND  
27 INCREASE EQUITABLE ACCESS TO STATE ASSESSMENTS. AS ONE PORTION

1 OF THE STUDY, THE DEPARTMENT SHALL CONSIDER THE POSSIBILITY OF  
2 INCLUDING STUDENTS WITH DISABILITIES WHO ARE WORKING TOWARD  
3 EXTENDED EVIDENCE OUTCOMES AND WHO RECEIVE A CERTIFICATION OF  
4 COMPLETION IN THE GRADUATION STUDENT COUNT DESCRIBED IN SECTION  
5 22-11-204 (4.5).

6 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL  
7 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE  
8 RECOMMENDATIONS DESCRIBED IN SUBSECTION (9)(a) OF THIS SECTION TO  
9 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
10 SENATE, OR THEIR SUCCESSOR COMMITTEES.

11 (10) (a) THE DEPARTMENT SHALL FACILITATE A STAKEHOLDER  
12 ENGAGEMENT PROCESS, IN CONSULTATION WITH THE ACCOUNTABILITY  
13 WORK GROUP DESCRIBED IN SECTION 22-11-202 (3) AND OTHER ADVISORY  
14 GROUPS WITH RELEVANT EXPERIENCE, AND MAKE RECOMMENDATIONS ON  
15 ACCREDITATION CATEGORY LABEL RATINGS.

16 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL  
17 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND  
18 RECOMMENDATIONS DESCRIBED IN SUBSECTION (10)(a) OF THIS SECTION  
19 TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND  
20 SENATE, OR THEIR SUCCESSOR COMMITTEES.

21 (11) THE DEPARTMENT, IN CONSULTATION WITH THE  
22 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3),  
23 SHALL DETERMINE BEST PRACTICES FOR PARTICIPATION IN THE SCHOOL  
24 ACCOUNTABILITY SYSTEM. THE DEPARTMENT SHALL PUBLISH THE BEST  
25 PRACTICES ON THE DEPARTMENT'S WEBSITE BY NOVEMBER 1, 2027. THE  
26 DEPARTMENT, AT A MINIMUM, SHALL UPDATE THIS INFORMATION EVERY  
27 FIVE YEARS.

5                   **SECTION 11.** In Colorado Revised Statutes, **add** 22-11-213 as  
6 follows:

## **22-11-213. Pathway plan - school districts - state charter**

8 **school institute - public schools.** (1) (a) THE PATHWAY PLAN IS A  
9 MULTI-YEAR PLAN FOR SCHOOL IMPROVEMENT THAT IS PREPARED BY A  
10 SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL FOR THE STATE  
11 REVIEW PANEL AND THE STATE BOARD.

12 (b) (I) A PATHWAY PLAN CONNECTS THE SCHOOL DISTRICT'S OR  
13 THE INSTITUTE'S PROPOSAL FOR SIGNIFICANT STATE BOARD ACTION, AS  
14 DESCRIBED IN SECTION 22-11-209 (2)(a), WITH THE BROADER STRATEGIES  
15 FOR THE IMPROVEMENT OF THE SCHOOL DISTRICT OR THE INSTITUTE.

16 (II) A PATHWAY PLAN CONNECTS THE PUBLIC SCHOOL'S PROPOSAL  
17 FOR SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN SECTION  
18 22-11-210 (5)(a), WITH THE BROAD STRATEGIES FOR THE IMPROVEMENT  
19 OF THE PUBLIC SCHOOL.

20 (c) (I) A SCHOOL DISTRICT OR THE INSTITUTE SHALL DEVELOP A  
21 PATHWAY PLAN WHEN THE SCHOOL DISTRICT OR THE INSTITUTE:

22 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION  
23 22-11-207 (5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH,  
24 WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT ACTION;  
25 (B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR  
26 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A  
27 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-209

1 (3.5).

2 (II) A PUBLIC SCHOOL SHALL DEVELOP A PATHWAY PLAN WHEN  
3 THE PUBLIC SCHOOL:

4 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION  
5 22-11-210 (1)(d.5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE  
6 WATCH, WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT  
7 ACTION;

8 (B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR  
9 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A  
10 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-210  
11 (5.5)(a).

12 (2) (a) (I) A PATHWAY PLAN FOR A SCHOOL DISTRICT MUST  
13 INCLUDE THE SCHOOL DISTRICT'S PROPOSED SIGNIFICANT ACTION OR  
14 ACTIONS FROM THE LIST SET FORTH IN SECTION 22-11-209 (2)(a)(I);  
15 (II) A PATHWAY PLAN FOR THE INSTITUTE MUST INCLUDE THE  
16 INSTITUTE'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE LIST  
17 SET FORTH IN SECTION 22-11-209 (2)(a)(II); AND

18 (III) A PATHWAY PLAN FOR A PUBLIC SCHOOL MUST INCLUDE THE  
19 PUBLIC SCHOOL'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE  
20 LIST SET FORTH IN SECTION 22-11-210 (5)(a).

21 (b) IN ADDITION TO THE PROPOSED SIGNIFICANT ACTIONS  
22 DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, A PATHWAY PLAN FOR  
23 A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL MUST  
24 INCORPORATE DATA ANALYSIS TO IDENTIFY PRIORITY CHALLENGES AND  
25 ROOT CAUSES, RESEARCH-BASED STRATEGIES, AN ACTION AND  
26 IMPLEMENTATION PLAN, SHORT-CYCLE IMPLEMENTATION BENCHMARKS,  
27 AND ANNUAL TARGETS FOR PROGRESS MONITORING.

8 (3) IN THE DEVELOPMENT AND IMPLEMENTATION OF THE PATHWAY  
9 PLAN, A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL SHALL  
10 ENGAGE WITH EDUCATORS, STUDENTS, FAMILIES, COMMUNITY  
11 STAKEHOLDERS, THE SCHOOL DISTRICT ACCOUNTABILITY COMMITTEE  
12 CREATED IN SECTION 22-11-301, AND, WHEN RELEVANT, THE SCHOOL  
13 ACCOUNTABILITY COMMITTEE CREATED IN SECTION 22-11-401 AND ANY  
14 LOCAL COLLECTIVE BARGAINING GROUPS OR EMPLOYEE ORGANIZATIONS,  
15 AS DEFINED IN SECTION 29-33-103, THAT REPRESENT EDUCATORS.

16 (4) THE STATE BOARD SHALL ADOPT RULES FOR PURPOSES OF THIS  
17 SECTION.

18                   **SECTION 12.** In Colorado Revised Statutes, 22-11-303, amend  
19                   (3) introductory portion and (3)(b) as follows:

20                   **22-11-303. Accredited or accredited with distinction -**  
21                   **performance plan - school district or institute - contents - adoption.**  
22                   (3) A district or institute performance plan ~~shall be~~ IS designed to raise  
23                   the academic performance of students enrolled in the school district or in  
24                   the institute charter schools and to ensure that the school district or the  
25                   institute, following the next annual accreditation review, attains a higher  
26                   accreditation category or remains in the same accreditation category if the  
27                   school district or institute is accredited with distinction. At a minimum,

1 each district and institute performance plan ~~shall~~ MUST:

2 (b) Identify positive and negative trends for district public schools  
3 as a group and individually or for institute charter schools as a group and  
4 individually in the levels of attainment by the public schools as a group  
5 and individually on the performance indicators, INCLUDING A  
6 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL  
7 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC  
8 SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON  
9 PERFORMANCE WATCH.

10 **SECTION 13.** In Colorado Revised Statutes, 22-11-304, amend  
11 (3)(b) as follows:

12 **22-11-304. Accredited with improvement plan - school district  
13 or institute - plan contents - adoption.** (3) A district improvement plan  
14 or an institute improvement plan must be designed to ensure that the  
15 school district or the institute improves its performance to the extent that,  
16 following completion of its next annual accreditation review, the school  
17 district or the institute attains a higher accreditation category. At a  
18 minimum, a district improvement plan or an institute improvement plan  
19 must:

20 (b) Identify positive and negative trends for district public schools  
21 as a group and individually or for institute charter schools as a group and  
22 individually in the levels of attainment by the public schools as a group  
23 and individually on the performance indicators, INCLUDING A  
24 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL  
25 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC  
26 SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON  
27 PERFORMANCE WATCH;

1                   **SECTION 14.** In Colorado Revised Statutes, 22-11-305, **amend**  
2                   (1)(a), (1)(c), (2)(a), (2)(b), (3)(b), and (3)(e); and **add** (3)(e.5) as follows:

3                   **22-11-305. Accredited with priority improvement plan - school**  
4                   **district or institute - plan contents - adoption.** (1) (a) In accordance  
5                   with the time frames specified in state board rule, each school district that  
6                   is accredited with priority improvement plan shall annually adopt and  
7                   implement a district priority improvement plan as described in subsection  
8                   (3) of this section. **WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN**  
9                   **THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS**  
10                   **DESCRIBED IN SUBSECTION (3) OF THIS SECTION.**

11                   (c) The commissioner, subject to available appropriations, may  
12                   assign the state review panel to critically evaluate the district priority  
13                   improvement plan **OR THE PATHWAY PLAN**, and recommend to the  
14                   commissioner modifications to the plan. The commissioner may  
15                   recommend to the local school board modifications to the district priority  
16                   improvement plan **OR PATHWAY PLAN**, taking into consideration any  
17                   recommendations of the state review panel, **INCLUDING A DESCRIPTION OF**  
18                   **HOW THE SCHOOL DISTRICT WILL PROVIDE DIFFERENT SUPPORTS FOR THE**  
19                   **SCHOOL DISTRICT'S PUBLIC SCHOOLS THAT ARE ON PERFORMANCE WATCH.**

20                   (2) (a) If the institute is accredited with priority improvement  
21                   plan, the institute board shall, in accordance with the time frames  
22                   specified in state board rule, adopt and implement an institute priority  
23                   improvement plan as described in subsection (3) of this section. In  
24                   preparing the institute priority improvement plan, the institute board shall  
25                   take into account and incorporate any institute charter school  
26                   performance, improvement, priority improvement, and turnaround plans  
27                   received pursuant to sections 22-11-403 to 22-11-406. **WHEN AN**

1 INSTITUTE CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY  
2 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS  
3 SECTION.

4 (b) The commissioner, subject to available appropriations, may  
5 assign the state review panel to critically evaluate the institute priority  
6 improvement plan and recommend to the commissioner modifications to  
7 the plan. The commissioner may recommend to the institute modifications  
8 to the institute priority improvement plan, taking into consideration any  
9 recommendations of the state review panel, INCLUDING A DESCRIPTION OF  
10 HOW THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE  
11 INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON PERFORMANCE  
12 WATCH.

13 (3) A district priority improvement plan or an institute priority  
14 improvement plan must be designed to ensure that the school district or  
15 the institute improves its performance to the extent that, following  
16 completion of its next annual accreditation review, the school district or  
17 the institute attains a higher accreditation category. At a minimum, a  
18 district priority improvement plan or an institute priority improvement  
19 plan must:

20 (b) Identify positive and negative trends for district public schools  
21 as a group and individually or for institute charter schools as a group and  
22 individually in the levels of attainment by the public schools as a group  
23 and individually on the performance indicators, INCLUDING A  
24 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL  
25 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT  
26 PUBLIC SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT  
27 ARE ON PERFORMANCE WATCH;

4 (e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF  
5 THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE  
6 A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT  
7 LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND  
8 OPERATIONAL COSTS; AND

## **22-11-306. Accredited with turnaround plan - school district**

**or institute - plan content - adoption.** (1) (a) In accordance with the time frames specified in state board rule, each school district that is accredited with turnaround plan shall annually adopt and implement a district turnaround plan as described in subsection (3) of this section.

16 WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN, THE STATE BOARD,  
17 BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN  
18 SUBSECTION (3) OF THIS SECTION.

19 (2) (a) If the institute is accredited with turnaround plan, the  
20 institute board shall, in accordance with the time frames specified in state  
21 board rule, adopt and implement an institute turnaround plan as described  
22 in subsection (3) of this section. In preparing the institute turnaround  
23 plan, the institute board shall take into account and incorporate any  
24 institute charter school performance, improvement, priority improvement,  
25 and turnaround plans received pursuant to sections 22-11-403 to  
26 22-11-406. WHEN THE INSTITUTE CREATES A PATHWAY PLAN, THE STATE  
27 BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN

1 SUBSECTION (3) OF THIS SECTION.

2 (3) A district turnaround plan or an institute turnaround plan must  
3 be designed to ensure that the school district or the institute improves its  
4 performance to the extent that, following completion of its next annual  
5 accreditation review, the school district or the institute attains a higher  
6 accreditation category. At a minimum, a district turnaround plan or an  
7 institute turnaround plan must:

8 (b) Identify positive and negative trends for district public schools  
9 as a group and individually or for institute charter schools as a group and  
10 individually in the levels of attainment by the public schools as a group  
11 and individually on the performance indicators, WHICH INCLUDES A  
12 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL  
13 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT  
14 PUBLIC SCHOOLS OR FOR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS ON  
15 PERFORMANCE WATCH;

16 (e) Identify the local, state, and federal resources that the school  
17 district or the institute will use to implement the identified strategies with  
18 fidelity; and

19 (e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF  
20 THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE  
21 A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT  
22 LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND  
23 OPERATIONAL COSTS; AND

24 **SECTION 16.** In Colorado Revised Statutes, 22-11-405, **amend**  
25 (1)(a) and (2)(a); and **add** (4)(b.5) as follows:

26 **22-11-405. School priority improvement plan - contents.**  
27 (1) (a) If the state board, pursuant to section 22-11-210, directs a district

1 public school to adopt a priority improvement plan, the local school  
2 board, in accordance with time frames specified in state board rules, shall  
3 adopt a school priority improvement plan, as described in subsection (4)  
4 of this section, for the district public school. WHEN A DISTRICT PUBLIC  
5 SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY  
6 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS  
7 SECTION.

8 (2) (a) If the state board, pursuant to section 22-11-210, directs an  
9 institute charter school to adopt a priority improvement plan, the institute,  
10 in accordance with time frames specified in state board rules, shall adopt  
11 a school priority improvement plan, as described in subsection (4) of this  
12 section, for the institute charter school. WHEN AN INSTITUTE CHARTER  
13 SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY  
14 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS  
15 SECTION.

16 (4) A school priority improvement plan must be designed to  
17 ensure that the public school improves its performance to the extent that,  
18 following completion of the public school's next annual performance  
19 review, the public school attains a higher accreditation category. At a  
20 minimum, a school priority improvement plan must:

21 (b.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF  
22 THE PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN,  
23 WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS,  
24 CURRICULUM COSTS, AND OPERATIONAL COSTS;

25 **SECTION 17.** In Colorado Revised Statutes, 22-11-406, amend  
26 (1)(a) and (2)(a); and **add** (3)(b.5) as follows:

27 **22-11-406. School turnaround plan - contents.** (1) (a) If the

1 state board, pursuant to section 22-11-210, directs a district public school  
2 to adopt a turnaround plan, the local school board, in accordance with  
3 time frames specified in state board rules, shall adopt a school turnaround  
4 plan, as described in subsection (3) of this section, for the district public  
5 school. Each district public school turnaround plan shall also be IS subject  
6 to evaluation by the state review panel and may be subject to revisions  
7 requested by the commissioner as provided in this subsection (1). WHEN  
8 A DISTRICT PUBLIC SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD,  
9 BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN  
10 SUBSECTION (3) OF THIS SECTION.

11 (2) (a) If the state board, pursuant to section 22-11-210, directs an  
12 institute charter school to adopt a turnaround plan, the institute, in  
13 accordance with time frames specified in state board rules, shall adopt a  
14 school turnaround plan, as described in subsection (3) of this section, for  
15 the institute charter school. Each institute charter school turnaround plan  
16 shall also be IS subject to evaluation by the state review panel and may be  
17 subject to revisions requested by the commissioner as provided in this  
18 subsection (2). WHEN AN INSTITUTE CHARTER SCHOOL CREATES A  
19 PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE  
20 OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

21 (3) A school turnaround plan must be designed to ensure that the  
22 public school improves its performance to the extent that, following  
23 completion of the public school's next annual performance review, the  
24 public school attains a higher accreditation category. At a minimum, a  
25 school turnaround plan must:

26 (b.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF  
27 THE PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN,

1 WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS,  
2 CURRICULUM COSTS, AND OPERATIONAL COSTS;

3 **SECTION 18.** In Colorado Revised Statutes, **add 22-11-505** as  
4 follows:

5 **22-11-505. Statewide education accountability dashboard -**  
6 **definition.** (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT  
7 OTHERWISE REQUIRES, "STATEWIDE EDUCATION ACCOUNTABILITY  
8 DASHBOARD" OR "DASHBOARD" MEANS A STATEWIDE EDUCATION  
9 ACCOUNTABILITY DASHBOARD USED TO REPORT AND ACCESS:

10 (a) LOCAL AND STATEWIDE EDUCATION ACCOUNTABILITY DATA;  
11 AND

12 (b) POSTSECONDARY AND WORKFORCE READINESS DATA,  
13 INCLUDING DATA MADE AVAILABLE TO THE DEPARTMENT THROUGH THE  
14 STATEWIDE LONGITUDINAL DATA SYSTEM CREATED IN SECTION  
15 24-37.5-125 (2)(a).

16 (2) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL  
17 GATHER STAKEHOLDER INPUT ON THE SPECIFIC DATA ELEMENTS AND  
18 VISUAL REPORTING FORMAT FOR THE STATEWIDE EDUCATION  
19 ACCOUNTABILITY DASHBOARD. THE DEPARTMENT SHALL SUMMARIZE THE  
20 STAKEHOLDER INPUT, THE ESTIMATED COST FOR INCORPORATING DATA  
21 ELEMENTS, AND REPORTING FORMATS WITH THE STATE BOARD INTO A  
22 REPORT. THE DEPARTMENT SHALL SUBMIT THE REPORT TO THE EDUCATION  
23 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR  
24 THEIR SUCCESSOR COMMITTEES, AND THE JOINT BUDGET COMMITTEE.  
25 SUBJECT TO AVAILABLE APPROPRIATIONS, THE DEPARTMENT SHALL  
26 CREATE A STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD. ON THE  
27 DASHBOARD, THE DEPARTMENT SHALL REPORT THE INFORMATION

1 DESCRIBED IN SUBSECTIONS (3)(a) AND (3)(b) OF THIS SECTION IN A  
2 TRANSPARENT AND ACCESSIBLE MANNER TO FAMILIES, STUDENTS, AND  
3 COMMUNITY MEMBERS.

4 (3) THE DEPARTMENT SHALL REVIEW AND MAKE  
5 RECOMMENDATIONS TO THE STATE BOARD ON THE PROCESS TO:

6 (a) DETERMINE THE PERCENTAGE OF STUDENTS WHO SCORE AT  
7 EACH OF THE PERFORMANCE LEVELS IDENTIFIED BY THE STATE BOARD FOR  
8 THE STATE ASSESSMENTS, REPORTED BY GRADE LEVEL AND ASSESSMENT,  
9 AS DESCRIBED IN SECTION 22-11-503 (2)(a.5); AND

10 (b) DETERMINE THE PERCENTAGE OF STUDENTS WHO ARE NOT  
11 TESTED OR WHOSE SCORES ARE NOT INCLUDED IN DETERMINING THE  
12 PERFORMANCE INDICATORS, AS DESCRIBED IN SECTION 22-11-503 (3)(b).

13 **SECTION 19.** In Colorado Revised Statutes, 22-13-103, **amend**  
14 (1)(b), (1)(c)(V), and (2) introductory portion; and **add** (1)(d) and (1)(e)  
15 as follows:

16 **22-13-103. School transformation grant program - created -**  
17 **rules - repeal.** (1) There is created in the department the school  
18 transformation grant program to provide funding to:

19 (b) Support school districts, the institute, and charter schools ~~in~~  
20 ~~providing~~ IN PURSUING BOLD SOLUTIONS BY PROVIDING educator  
21 professional development and transforming instruction in public schools  
22 that are required to adopt priority improvement or turnaround plans for  
23 the immediate or preceding school year, ~~and~~ INCLUDING, BUT NOT LIMITED  
24 TO, MANAGEMENT RESTRUCTURING, CREATING A PIPELINE FOR  
25 LEADERSHIP AND EDUCATOR DEVELOPMENT, ASSET RESTRUCTURING,  
26 COLLABORATIVE PROBLEM-SOLVING, DESIGNING BUDGETARY  
27 EXPECTATIONS FOR SCHOOL TURNAROUND PLANS AND IMPLEMENTING A

1 FUNDING SUSTAINABILITY PLAN, DISTRIBUTING RESOURCES TO THE  
2 SCHOOLS MOST IN NEED, AND ENSURING THE SCHOOL DISTRICT PLAN  
3 DETAILS THE ALLOCATION OF RESOURCES TO ADDRESS SCHOOL DISTRICT  
4 NEEDS;

5 (c) Assist school districts, the institute, and charter schools that  
6 are implementing priority improvement or turnaround plans in planning  
7 for and implementing one or more of the following rigorous school  
8 redesign strategies:

9 (V) Closing a public school or revoking the charter for a district  
10 or institute charter school;

11 (d) SUPPORT SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER  
12 SCHOOLS THAT ARE IMPLEMENTING PRIORITY IMPROVEMENT OR  
13 TURNAROUND PLANS TO USE LOCAL ASSESSMENT DATA TO IDENTIFY  
14 PERFORMANCE INDICATOR GAPS AND PROVIDE SUPPORTS AND  
15 INTERVENTIONS; AND

16 (e) ASSIST SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER  
17 SCHOOLS THAT HAVE BEEN REQUIRED TO ADOPT A PRIORITY IMPROVEMENT  
18 OR TURNAROUND PLAN FOR ONE, TWO, OR THREE CONSECUTIVE YEARS TO  
19 ENGAGE IN COMMUNITY-LED IMPROVEMENT STRATEGIES.

20 (2) The state board, in accordance with the "State Administrative  
21 Procedure Act", article 4 of title 24, shall ~~promulgate~~ ADOPT rules to  
22 implement and administer the program. At a minimum, the rules must  
23 include:

24 **SECTION 20.** In Colorado Revised Statutes, 24-72-202, **amend**  
25 (6)(a)(I) as follows:

26 **24-72-202. Definitions.** As used in this part 2, unless the context  
27 otherwise requires:

(6) (a) (I) "Public records" means and includes all writings made, maintained, or kept by the state, any agency, institution, A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL SUPPORT PARTNER FOR A SCHOOL DISTRICT OR THE STATE CHARTER SCHOOL INSTITUTE PURSUANT TO SECTION 22-11-209 (2)(a), A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL SUPPORT PARTNER FOR A PUBLIC SCHOOL PURSUANT TO SECTION 22-11-210 (5)(a), a nonprofit corporation incorporated pursuant to section 23-5-121 (2), E.R.S., or political subdivision of the state, or that are described in section 29-1-902 E.R.S., and held by any local-government-financed entity for use in the exercise of functions required or authorized by law or administrative rule or involving the receipt or expenditure of public funds.